

**Violence and Injury Prevention (VIP)****Grades PreK-2**

This concept area focuses on essential content students need to know about fire and water safety; first aid prevention and care for injuries; pedestrian, bicycle, and vehicle safety; use of protective equipment, including seat belts; personal safety; and violence prevention, including bullying, hazing, and harassment.

<b>Stem</b>	<b>This is evident when students.....</b>
<b>HE1: Self Management</b> Students will understand how to reduce their health risks through the practice of healthy behaviors.	a. Demonstrate safety skills for a variety of situations, including safe pedestrian behaviors, fire or other emergency, use of safety/protective gear in recreation, precautions around water and dangerous objects/weapons. b. Demonstrate the ability to apply rules and actions to use in a situation when weapons or dangerous objects may be present. c. Describe dangerous and risky situations that need to be reported to an adult. d. Apply strategies to avoid or get away from situations that threaten personal safety. e. Demonstrate basic first aid and how to call 911 to get help in emergencies.
<b>HE2: Core Concepts</b> Students will show an understanding of health promotion and disease prevention concepts.	a. Differentiate between safe and risky behaviors. b. Identify safety practices for home and school (e.g., rules for pedestrian and traffic safety, fire, weather, water, recreation safety). c. Identify safety hazards that may exist in home/school (e.g., medicines, household products, unknown substances) and potentially dangerous objects/weapons (e.g., matches, broken glass, knives, guns). d. Identify safe behaviors around strangers (e.g., not getting in cars or taking treats from strangers). e. Distinguish between appropriate and inappropriate touch. f. Describe routines to follow in emergency situations (e.g., fire, lockdown drills, calling 911). g. Explain the difference between tattling and reporting bullying or aggression.
<b>HE4: Accessing Information</b> Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.	a. Identify trusted individuals in the home, school, and community who can provide help with safety issues.

**Violence and Injury Prevention (VIP) – Continued**

**Grades PreK-2**

<b>Stem</b>	<b>This is evident when students.....</b>
<p><b>HE5: Interpersonal Communication</b>                      Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<ul style="list-style-type: none"> <li>a. Demonstrate verbal and nonverbal ways to ask trusted adults for help, including how to report unsafe, scary, or hurtful situations in the home, school or community.</li> <li>b. Demonstrate ways to refuse or report inappropriate touch.</li> <li>c. Demonstrate what to say and do when witnessing bullying or other potentially violent situations.</li> </ul>

**Violence and Injury Prevention (VIP)****Grades 3-4**

This concept area focuses on essential content students need to know about fire and water safety; first aid prevention and care for injuries; pedestrian, bicycle, and vehicle safety; use of protective equipment, including seat belts; personal safety; and violence prevention, including bullying, hazing, and harassment.

<b>Stem</b>	<b>This is evident when students.....</b>
<b>HE1: Self Management</b> Students will understand how to reduce their health risks through the practice of healthy behaviors.	a. Identify protective behaviors and strategies to avoid/manage unhealthy or dangerous situations (e.g., seat belts, protective equipment, adverse weather conditions, and rules). b. Apply strategies to stay safe around traffic, water, fire, weapons or other safety hazards. c. Apply strategies to stay safe when home alone or using the Internet. d. Demonstrate strategies to get away and get help in situations involving inappropriate touch or personal safety. e. Explain what to do if you or someone else is being teased or bullied. f. Demonstrate how to call 911 or other emergency numbers and provide appropriate information. g. Demonstrate basic first aid procedures.
<b>HE2: Core Concepts</b> Students will show an understanding of health promotion and disease prevention concepts.	a. Compare behaviors that are safe to those that are risky or harmful (e.g., bicycle and other sport activities, riding in vehicles, handling weapons, fire, appropriate/inappropriate touch). b. Describe characteristics of safe and unsafe places, including being home alone and using the Internet. c. Explain the difference between bullying and teasing.
<b>HE3: Analyzing Influences</b> Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.	a. Analyze how advertising and media influences the initiation of risky behaviors.
<b>HE4: Accessing Information</b> Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.	a. Identify safe people and places to go if feeling unsafe or threatened (e.g., police, fire department, school counselor). b. Identify characteristics of valid health information and services that promote health and safety.

**Violence and Injury Prevention (VIP) – Continued**

**Grades 3-4**

<b>Stem</b>	<b>This is evident when students.....</b>
<p><b>HE5: Interpersonal Communication</b>                      Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<ul style="list-style-type: none"> <li>a. Use appropriate communication (e.g., refusal skills, asking for help, “I” messages) and listening skills to enhance health and safety for self and others.</li> <li>b. Demonstrate basic conflict resolution techniques.</li> <li>c. Use effective communication skills to confront bullying and teasing.</li> <li>d. Express intentions to stop bullying as a bystander, perpetrator, or victim.</li> </ul>

**Violence and Injury Prevention (VIP)****Grades 5-6**

This concept area focuses on essential content students need to know about fire and water safety; first aid prevention and care for injuries; pedestrian, bicycle, and vehicle safety; use of protective equipment, including seat belts; personal safety; and violence prevention, including bullying, hazing, and harassment.

<b>Stem</b>	<b>This is evident when students.....</b>
<p><b>HE1: Self Management</b> Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<ul style="list-style-type: none"> <li>a. Demonstrate injury prevention and safety strategies for personal health (e.g., proper use of safety gear, safety practices around motorized vehicles, fire safety, home alone, weather/climate-related conditions, potentially violent situations).</li> <li>b. Demonstrate basic first responder first aid (e.g., calling for assistance, controlling bleeding, and abdominal thrusts).</li> <li>c. Demonstrate ways to avoid or change situations that threaten personal safety (e.g., sexual, abuse, harassment, bullying as a bystander, perpetrator, or victim).</li> <li>d. Apply school rules and procedures to hypothetical school crisis situations.</li> </ul>
<p><b>HE2: Core Concepts</b> Students will show an understanding of health promotion and disease prevention concepts.</p>	<ul style="list-style-type: none"> <li>a. Describe the characteristics of a safe, healthy, and respectful school and community, including pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration) that help prevent violence.</li> <li>b. Describe how the environment impacts personal health and safety, including hazards related to weather/climate, sun, ice, water, heat.</li> <li>c. Describe the relationship between healthy behaviors and personal health (e.g., ways to reduce risk of injuries from fire, sports, pedestrian and traffic safety, weapons).</li> <li>d. Describe safety issues related to using the Internet, including cyber-bullying.</li> <li>e. Describe bullying, hazing and harassing behaviors.</li> <li>f. Explain the role of bystanders in escalating, preventing or stopping bullying, fighting, and violence.</li> </ul>

**Violence and Injury Prevention (VIP) – Continued****Grades 5-6**

<b>Stem</b>	<b>This is evident when students.....</b>
<b>HE3: Analyzing Influences</b> Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.	a. Differentiate between positive and negative internal (e.g., curiosity, fears) and external (e.g., peers, media, cultural) influences that affect violence. b. Analyze how information from peers influences the escalation or de-escalation of violence. c. Demonstrate the use of positive media strategies, including marketing to promote healthy choices.
<b>HE4: Accessing Information</b> Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.	a. Identify resources in the school or community that provide valid information and services about safety and injury prevention.
<b>HE5: Interpersonal Communication</b> Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.	a. Demonstrate the ability to ask a trusted adult for help when feeling personally threatened, unsafe, or to report suspected plans for school violence. b. Demonstrate effective refusal and negotiation skills in dealing with situations involving bullying, harassment, hazing, or other forms of violence. c. Demonstrate non-violent strategies to resolve conflicts.

**Violence and Injury Prevention (VIP)****Grades 7-8**

This concept area focuses on essential content students need to know about fire and water safety; first aid prevention and care for injuries; pedestrian, bicycle, and vehicle safety; use of protective equipment, including seat belts; personal safety; and violence prevention, including bullying, hazing, and harassment.

<b>Stem</b>	<b>This is evident when students.....</b>
<b>HE1: Self Management</b> Students will understand how to reduce their health risks through the practice of healthy behaviors.	a. Develop injury prevention and response strategies for personal safety (e.g., avoiding or escaping potentially dangerous situations). b. Demonstrate basic first aid (e.g., calling for assistance, CPR, rescue breathing, care for poisonings, controlling bleeding). c. Demonstrate strategies to avoid or prevent fighting, bullying and other forms of violence.
<b>HE2: Core Concepts</b> Students will show an understanding of health promotion and disease prevention concepts.	a. Identify the benefits of healthy behaviors and the relationship to the prevention of injury and premature death. b. Describe safety rules for sports, recreational activities, including the use of helmets and proper use of equipment. c. Differentiate between hazing, harassment, bullying and respectful interactions and relationships. d. Describe the consequences of bullying, cyber-bullying, hazing, harassment and violence (e.g., legal, social, emotional). e. Describe the characteristics of healthy and harmful relationships. f. Describe benefits of using non-violence to solve interpersonal conflict.
<b>HE3: Analyzing Influences</b> Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.	a. Analyze how messages from the media influence safety and violence-related behavior. b. Describe how school, family, and peers influence the choices of individuals related to safety and violence.
<b>HE4: Accessing Information</b> Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.	a. Analyze appropriate school, community, and Internet resources to access when dealing with problems or situations related to violence and safety.

**Violence and Injury Prevention (VIP) – Continued**

**Grades 7-8**

<b>Stem</b>	<b>This is evident when students.....</b>
<p><b>HE5: Interpersonal Communication</b>            Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<ul style="list-style-type: none"> <li>a. Demonstrate the ability to use mediation and negotiation skills to resolve conflict.</li> <li>b. Demonstrate effective communication skills (e.g., assertiveness, refusal, negotiation) to avoid potentially violent or unsafe situations.</li> <li>c. Demonstrate how to report situations that could lead to injury or violence.</li> <li>d. Demonstrate the ability to advocate for a positive, respectful, and violence-free school environment.</li> </ul>
<p><b>HE7: Decision Making</b>            Students demonstrate the ability to make decisions that lead to better health.</p>	<ul style="list-style-type: none"> <li>a. Apply individual and collaborative decision-making processes to resolve safety and violence-related situations, including responding to witnessing harassment, bullying or other interpersonal violence.</li> </ul>



**Violence and Injury Prevention (VIP)****Grades 9-12**

This concept area focuses on essential content students need to know about fire and water safety; first aid prevention and care for injuries; pedestrian, bicycle, and vehicle safety; use of protective equipment, including seat belts; personal safety; and violence prevention, including bullying, hazing, and harassment.

<b>Stem</b>	<b>This is evident when students.....</b>
<b>HE1: Self Management</b> Students will understand how to reduce their health risks through the practice of healthy behaviors.	a. Demonstrate accepted procedures for emergency care and life-threatening situations, including Heimlich maneuver, rescue breathing, CPR, bleeding control, and universal precautions. b. Demonstrate strategies for dealing with situations that involve personal risk, danger or emergencies. c. Recognize and avoiding situations and persons that can increase risk of assault, acquaintance or date rape. d. Demonstrate strategies to diffuse potentially violent situations (e.g., fighting, bullying, hazing, and harassment).
<b>HE2: Core Concepts</b> Students will show an understanding of health promotion and disease prevention concepts.	a. Explain ways to reduce risks associated with transportation safety (e.g., seat belts, road emergency safety practices, and using protective equipment for biking, ATV, snowmobiling, skateboarding). b. Analyze situations that could lead to different types of violence (e.g., bullying, verbal abuse, hazing, fighting, dating violence, acquaintance rape, sexual assault, family violence). c. Describe the importance and use of protective equipment and safety strategies for sports and leisure activities, occupational settings/worksites settings, and in the home. d. Analyze the extent to which individuals are responsible for enhancing safety in the school, community and workplace.
<b>HE3: Analyzing Influences</b> Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.	a. Analyze internal and external influences on behaviors that could lead to injuries or violence.
<b>HE4: Accessing Information</b> Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.	a. Demonstrate the ability to access reliable school and community resources to assist with problems related to injury and violence prevention.

**Violence and Injury Prevention (VIP) – Continued****Grades 9-12**

<b>Stem</b>	<b>This is evident when students.....</b>
<b>HE5: Interpersonal Communication</b> Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.	<ul style="list-style-type: none"> <li>a. Demonstrate effective verbal and nonverbal communication skills to enhance safety and to avoid or get out of situations that are unsafe, including how to report situations that could lead to violence or injury.</li> <li>b. Analyze personal conflict styles and demonstrating effective strategies for resolving conflicts.</li> <li>c. Demonstrate strategies for dealing with hazing, harassment, and to avoid or escape a potentially violent dating situation.</li> <li>d. Demonstrate the ability to advocate for a safe, respectful school and social environment, including how to influence others to report situations involving safety or violence.</li> </ul>
<b>HE6: Goal Setting</b> Students will demonstrate the ability to set personal goals to enhance health.	<ul style="list-style-type: none"> <li>a. Analyze a personal health assessment to determine strategies for reducing risk behaviors and enhancing health and safety.</li> <li>b. Implement a goal setting plan related to avoiding situations that could lead to injuries or violence.</li> </ul>
<b>HE7: Decision Making</b> Students demonstrate the ability to make decisions that lead to better health.	<ul style="list-style-type: none"> <li>a. Apply a decision-making process that results in reducing risks of injury or violence.</li> <li>b. Analyze positive and negative consequences of decisions related to safety and violence.</li> <li>c. Analyze safety concerns that require collaborative decision making.</li> </ul>